

LESSON 3

Create your Scratch account

15 minutes

Introduction to Coding

WHAT THIS LESSON DOES

A Scratch account lets you log into the Scratch website and save your projects, share them and comment on other projects.

BEFORE THE LESSON

- Test scratch.mit.edu/join on the school network beforehand to be sure the site is not blocked.
- One device per pupil, or per pair if pupils will share accounts, and check they can reach the site.
- Have a plan for email addresses: many pupils will not have one, so decide whether they use a parent's, a class address or a teacher-set option.
- Prepare a way for pupils to record their username and password so they can log in again.

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HOW THE LESSON RUNS

Go to the Scratch website

Choose a username and password

Select your country

Enter when you were born

Enter your gender

Enter an email address

You're ready to go!

TEACHING MOVES

- 1. Go to the Scratch website. Write scratch.mit.edu/join on the board and have everyone reach the join page before anyone goes further. Wait for the whole class to be on the same screen.
- 2. Choose a username and password. Stress that the username is public, so no real names. Have pupils write down username and password immediately, and warn them the site may reject a name already taken.
- 6. Enter an email address. Handle email as a whole-class step, not a scramble. Tell pupils in advance which address to use so nobody is stuck without one.
- 7. You're ready to go! Check for the welcome message on each screen before moving on, and note who did not get it so nobody starts the next lesson without an account.

WHAT TO WATCH FOR

- Pupils use their real name as the username because it feels natural. Pause before they type and explain the username is seen by strangers online. Get them to invent a nickname that gives nothing personal away.
- Pupils assume the password does not matter and will not need it again. Make writing it down part of the step, and explain they will need it every time they log in.

DIFFERENTIATION

- Emerging: Type the web address for the whole class or put it on the board in large text so nobody is lost at step one. Sit beside pupils who find typing slow and read each field aloud as they reach it.
- Developing: Let pupils work through the form independently but check their written-down username and password before they finish.
- Proficient: Ask pupils who finish first to help a partner reach the welcome screen and check they have recorded their login.